



## Overview

This article provides information about the images on New Zealand banknotes, using the \$5 note as an example. It provides opportunities for students to think critically about what makes the images special to New Zealanders. "Take Note" follows on from the article, "Making Money", which is about how New Zealand money has changed in recent years.

There are three other pieces in this *Junior Journal* that are related to the theme of money: "Tukutuku Weaving", an article that describes how tukutuku panels like the ones on our banknotes are made; the poem "Tukutuku", which explores the significance of the patterns; and a humorous play, "Stop, Thief!", about the birds that feature on the notes.

"Take Note" requires students to "confidently use a range of processing and comprehension strategies to make meaning from and think critically about" text (from *The Literacy Learning Progressions*, page 14).

A PDF of the text and an audio version as an MP3 file are available at [www.juniorjournal.tki.org.nz](http://www.juniorjournal.tki.org.nz)

Note: There are legal restrictions around copying banknotes and using images of banknotes. For more information, go to: <http://www.rbnz.govt.nz/notes-and-coins/issuing-or-reproducing>

## Related texts

Texts involving money: "Kele's Car" (a play, JJ 49); "Emily's Hens" (SJ 1.2.06); "Backyard Chooks" (SJ, Level 2, August 2013)

Texts about New Zealand birds, some of which are featured on banknotes: *New Zealand Birds* (Ready to Read, shared); *Did You Shake Your Tail Feathers?* (Ready to Read, Purple); "Hoiho" (poem, JJ 43); "Tākapu" (JJ 45); "Tūi Returning to the City" (poem, JJ 46); "Tūi" (poem, JJ 49); "Haast's Eagle" (JJ 51)

These are just a few of the many Ready to Read and *Junior Journal* texts about aspects of special significance to New Zealanders: *Dawn Parade*, *Matariki Breakfast* (shared); *Kapa Haka* (RTR, Turquoise); *Maui and the Sun*, *Whitebait Season* (RTR, Purple); *Matariki* (RTR, Gold); "Pōhutukawa" (JJ 45); "Kahu Ora" (JJ 47); "Rongoā Māori" (JJ 48); "Pepeha", "Tōku Pepeha" (JJ 53)

## Text characteristics

Key text characteristics relating to the reading standard for after three years at school, as they relate to this text, are shown in the boxes with solid outlines. Other boxes indicate additional characteristics.

A mix of explicit and implicit content within text and illustrations that requires students to make connections between information in the text and their prior knowledge in order to track information, identify main ideas, and make inferences

Ideas and information organised in paragraphs

A variety of sentence structures, including sentences that have information in parentheses, so that students are required to notice and use linking words and phrases (for example, "who", "and", "also", "but", "As well as", "This", "that", "including", "If") and punctuation to clarify links between ideas

Shifts in time and place

Visual language features such as headings, subheadings (some of which include dates), photographs, and text boxes (some of which are numbered) that explain features within images and are linked to the body of the text

### Famous faces

On the front of every New Zealand banknote, there is a famous face. Each face is of a person who has done something important for New Zealand (and sometimes for other countries too).

**\$5: Sir Edmund Hillary (1919–2008)**  
In 1953, Sir Edmund Hillary and Tenzing Norgay became the first people to climb Mount Everest, the highest mountain in the world. Sir Edmund Hillary was also the first person to drive a vehicle with wheels across Antarctica to the South Pole. (Other people who had reached the South Pole had used sleds.) He is also famous around the world for the work he did to help the people of Nepal.

**\$10: Kate Sheppard (1847–1934)**  
Before 1893, New Zealand women weren't allowed to vote in elections. Kate Sheppard was a leader of a group of women who helped change that. New Zealand was the first country in the world to give women the right to vote.

Some unfamiliar words and phrases, including proper nouns and subject-specific vocabulary, the meaning of which is supported by the context, the sentence structure, the visual language features, illustrations, and/or definitions or explanations

The structure of this text as a report, with an introduction, a series of main points grouped under subheadings, and a conclusion

**English (Reading)**

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

**Financial capability**

Level 1 – Recognise coins and notes.

**Social Sciences**

Level 2 – Understand how cultural practices reflect and express people's customs, traditions, and values.  
– Understand how people make significant contributions to New Zealand's society.

**The Arts**

Levels 1 and 2 – Communicating and Interpreting: Share the ideas, feelings, and stories communicated by their own and others' objects and images.

**Select from and adapt** the suggestions below according to your students' strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8, Knowledge of the Learner, page 6*).

**Possible reading purposes**

(*What can the students expect to find out or think about as a result of reading this text?*)

- To find out about the images on New Zealand banknotes
- To think about what is special to New Zealanders about the images on New Zealand banknotes.

**Possible learning goals**

(*What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?*)

- The students **make connections** between the information in the body text and visual language features to track information and **identify main ideas**.
- They **ask questions** and look for or think about possible answers.
- They **make connections** between the article and their own experiences to **make inferences** about why the images on our bank notes are important to New Zealanders.
- They **monitor** their own reading, and when something is unclear, they take action to solve the problem, for example, by rereading a sentence or looking for clues close by.



## Text and language features

**Vocabulary**

- Topic words and phrases that may be unfamiliar: “producing”, “vehicle”, “sleds”, “elections”, “right to vote”, “member of parliament”, “encouraged”, “culture”, “scientist”, “Chemistry”, “images”, “tukuruku”, “kaokao”, “hoiho”, “yellow-eyed penguin”, “area”, “endangered”, “southern”, “designing”
- Proper nouns: “Reserve Bank”, “Sir Edmund Hillary”, “Tenzing Norgay”, “Mount Everest”, “Antarctica”, “South Pole”, “Nepal”, “Kate Sheppard”, “England”, “Sir Āpirana Ngata”, “Ernest Rutherford”, “Nobel Prize”, “Aoraki/Mount Cook”, “Subantarctic Islands”, “Campbell Island”, “Ross lily”

## Possible supporting strategies

(Use these suggestions before, during, or after reading in response to students' needs.)

Prompt the students to remember the strategies they can use, often in combination, for example:

- when **decoding**:
  - recognising word chunks or syllables within a word (“e-lec-tions”, “Sub-ant-arc-tic”, “en-dan-gered”, “de-sign-ing”)
  - drawing on their awareness that letters or letter combinations can have more than one sound (“Chemistry”, “penguin”, “South”/ “southern”) and that some letters can be silent (“scientist”, “Campbell Island”, “designing”)
  - using their knowledge of vowel sounds in te reo Māori
  - using context and sentence structure to confirm decoding attempts
- when **working out word meanings**:
  - using the context of the sentence and the paragraph
  - making connections to their prior knowledge
  - reading on to look for further information including definitions and/or explanations.

Have a dictionary available for students to confirm or clarify word meanings, but remind them that they can make a best attempt at a word and come back to it later.

Readers are able to use strategies for working out unfamiliar words only when they know most of the vocabulary in the text. For English language learners who need support with vocabulary, introduce and practise selected items before reading. See [ESOL Online: Vocabulary](#) for more suggestions.

**Text features**

- Subheadings that include dates showing when the person was born and died
- The use of present-tense verbs when describing people who are alive and past-tense verbs for those who have died
- Numbered text boxes (pages 11–13) that are linked to numbers within images on the \$5 note
- Explain the significance of the dates and model how to read them aloud.
- Support English language learners to notice the use of present- and past-tense verbs in the text by comparing the verbs used about the Queen with those used about any of the other featured people who are all dead (for example, the Queen “lives”, “is” while Sir Āpirana Ngata “was”, “worked”, “encouraged”).
- Remind the students of this feature in “Making Money”. If necessary, read one or two examples together. See also After reading.



## Metacognition

**HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE**

Here are some ways you can build students' awareness of the processes and strategies they are using as they make meaning and think critically.

- *What helped you to track the information about the images on page 11?*
- *How did your own experiences help you with the meaning of the word “elections”?*

## Introducing the text

- Before introducing the text, familiarise yourself with any te reo Māori vocabulary that is new to you. You could listen to the audio version of this text for support with pronunciation.
- Use your knowledge of your students to ensure that your introduction to the text is effective in activating their prior knowledge and providing appropriate support for a successful first reading. It would be best for the students to have read and discussed the article “Making Money” first, so they have some prior knowledge of the New Zealand banknotes and subject-specific vocabulary.
- Tell the students you have another article for them to read about the images on New Zealand banknotes. Remind them of the main idea in “Making Money” about people wanting the notes to look “Kiwi”. Have them read page 8 and explore the photographs. *What images can you see on the banknotes here that are “special” about New Zealand?* (They may notice the focus on people and birds.)
- Have them look through the headings and images in the article and predict what they will find out. Expect them to notice that much of the article focuses on the \$5 note. They may come up with some questions as a result of the preview, particularly in regard to the famous faces.
- Together, decide on the reading purpose. Share the learning goal(s).
- Tell the students the article has many proper nouns (names of people and places) and that you will discuss the names together after the first reading.
- Provide the students with sticky notes to mark ideas they would like to come back to, including questions they may have or names that they are finding tricky.

## Reading and discussing the text

Suggestions for ways that you can support the students to achieve the learning goals are in the right-hand column of the table below. These suggestions may apply to the first or a subsequent reading. **Select from and adapt** them according to your students’ needs. You can revisit this text several times to build comprehension and confidence with word-solving.

### Student behaviours

*Examples of what to look for and support as the students work towards achieving their learning goal(s). Much of the processing that students do at this level is “inside their heads” and may not be obvious until after they have read the text and you are discussing it as a group.*

### Deliberate acts of teaching

*Examples of how you can support students as they work towards achieving their learning goal(s). Often this will involve individual students rather than the whole group.*

### The first reading

- The students identify the main idea on page 8 – that the images on the bank notes show things that are special about New Zealand. They make connections between this information and the photographs on page 8 to infer that the faces and birds are key features of the notes. They predict that there will be more information about those features in the article.
- The students make connections between the heading “Famous faces” on page 9 and the ideas on the previous page to confirm their predictions that this next section will be about people who are important to New Zealanders. They read to find out why these people are special.
- For each “Famous face”, the students identify the main idea (what each person did that made them famous). They make connections between this information and their prior knowledge to infer or wonder about why their actions were important for New Zealand. (This is an idea that can be explored in more depth after the reading.)
- The students demonstrate self-monitoring, for example, on pages 9 and 10 they reread the previous sentence or read on to attempt to clarify the meaning of words and phrases such as “elections”, “member of parliament”, and “Chemistry”. They may use sticky notes to mark things they are unsure of or pronunciation they want to confirm.
- On page 11, the students use the numbers and the subheadings to clarify the connections between the images on the note and the explanations in the textboxes. They may refer back to page 8 to check for tukutuku patterns on the other banknotes.
- They identify the main idea in the opening paragraph on page 12 (about the link between New Zealand and the Subantarctic Islands) and notice the frequent references to islands as they read pages 12 and 13.
- As they did for page 11, they use the numbers and the subheadings to clarify the connections between the images on the note and the information in the text boxes.
- The students make connections to their own experiences and thoughts about New Zealand as they think about the images they would choose for a New Zealand banknote.
- Remind the students of the purpose of the paragraph on page 8 (the introduction) in clarifying the topic and saying what is important. *What questions or ideas do you have in your head as you start to read this article?*
- Prompt the students to use the information in the headings and subheadings to clarify the purpose of each section. If necessary, explain the purpose of the punctuation in the subheadings on pages 9 and 10 (the colon to connect ideas and the parentheses to add information about dates). Explain that the dates show when the person was born and died. Support them to infer why no end date is given for the Queen.
- Prompt them to think about why these people’s actions were important to New Zealanders and tell them that you will discuss this after the reading.
- Remind the students to think about the strategies they can use when meaning is unclear and tell them that you will discuss the pronunciation of proper names following the reading.
- Remind the students to use the numbers to clarify the connections between the images and text boxes. Encourage them to make connections to any prior knowledge (for example, of tukutuku, hoiho, or Aoraki/Mount Cook) and to note anything they want to come back to.
- Prompt the students to look for key words to help them track connections between ideas.
- As they finish reading, prompt the students to think about the question at the end of the article.

## Discussing the text after the first or subsequent readings

You can revisit this article (and the linked article “Making Money”) several times, focusing on different aspects and providing opportunities for the students to build comprehension and confidence with word-solving. Many of the discussion points listed here also lead naturally into “After reading” activities.  You may find it helpful to project the PDF of the article so that you can zoom in on relevant sections.

- The students share some initial thoughts about the images they would like to see on a New Zealand banknote.
- They summarise what they have found out about the images on the banknotes (for example, famous faces, New Zealand birds, places, and plants), referring to evidence in the text.
- The students refer to the article, looking for key words (for example, “Sir Edmund Hillary”, “mountain”, “South Pole”, “Subantarctic”) as they check their ideas about the connections between images.
- The students choose some images to discuss. They share their opinions about why the images might have been chosen by New Zealanders to be on the banknotes.
- The students refer to their sticky notes to remind them of questions they still have or words that they are not sure of (for example, what is meant by “the right to vote” and “elections”, or what is a “member of parliament”).
- Ask the students to share their responses to the question at the end of the article.
- Remind them of the reading purpose and have them summarise what they have found out about the images on the banknotes.
- Encourage the students to think critically about the connections between the images on the \$5 note. *What are some of the words that keep appearing?* Prompt them to refer to the information about Hillary on page 9 as well as the information on pages 11–13.  You could have Google Maps available so that the students can locate the Subantarctic Islands.
- Have the students choose some of the images, for example, the famous faces or the images on the \$5 note and discuss why they are important to New Zealanders. As well as building on the information in the article, encourage the students to share their own opinions. Prompt them to refer to the text to clarify their ideas. Provide support for pronunciation of the proper nouns as required.
- Encourage the students to identify aspects they are not sure of and to ask questions. Provide clarification as required, for example, by helping the students make connections to what they already know about elections and voting from their experiences of these at school. Discuss ways of finding answers to any questions that are not answered in the article.

## Supporting metacognition

With support, the students reflect on their learning.

- The students explain how they used the idea in the opening paragraph on page 12 and the key words in the text boxes to recognise that all the images on the back of the banknote relate to the Subantarctic Islands.
- The students describe how they used their sticky notes to decide which words they wanted to clarify and which ideas they wanted to discuss or investigate further.
- Remind the students of the reading purpose and learning goal(s).
- *What helped you see the connections between the images on the back of the banknote?*
- *How did using the sticky notes help you at the end of your reading?*

## After reading: Practice and reinforcement

- Provide further opportunities for students to reread this text as well as other texts about money or about things that are important to New Zealanders (see Related texts). Refer also to the teacher support material for “Making Money”.
- The students can reread the article as they listen to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- The students could use the information on pages 11–13 as a support to explain to another student the significance to New Zealand of the images on the \$5 note (or they could explain this to their families for homework).
- Provide opportunities for students to follow up on their questions and interests from the reading. The students could:
  - find out more about the famous faces or related topics such as Tenzing Norgay, members of parliament, the Nobel Prize, the Queen (and her role in relation to New Zealand), the Subantarctic Islands, Mt Everest, or Nepal.
  - research the life of a famous New Zealander (one of those already on the notes or another they think should be on the notes)
  - find out what some other countries have on their banknotes and make comparisons with what is on New Zealand money.
-  The students could use [Google Slides](#) or [Prezi](#) to present their findings.
- The students could find out more about the hoiho or one of the birds featured on another New Zealand banknote and make inferences about why it was chosen.
- Have the students work in pairs to design their own New Zealand banknote, including images such as a famous person, a landmark, a native bird or animal, a flower, or a tree. What do you want your banknote to tell people about New Zealand? As an extension activity, they could add “security features”. Have the students label the images (and security features, if included) on their notes, using numbers and associated textboxes, as in the article.
- You could arrange for the whole class to vote for their favourite New Zealand banknote or favourite bird on a banknote (or similar). As well as encouraging the students to explore ideas about being “Kiwi”, this is an opportunity to discuss the concept of “the right to vote”. Ask the students to think about what it would be like if they were not allowed to have a vote. This will help them to visualise why Kate Sheppard’s actions were important.